

New York State School Report Card Comprehensive Information Report

BEDS Code: 27-01-00-01-0010
 Name: Amsterdam High School
 Principal: Gavin Murdoch

Grade Range : 9-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	359	357	389
Tenth	306	299	298
Eleventh	288	279	291
Twelfth	248	268	229
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1201	1203	1207

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	0.7%	4	0.3%	5	0.4%
Black (Not Hispanic)	25	2.1%	20	1.7%	18	1.5%
Hispanic	204	17.0%	235	19.5%	242	20.0%
White (Not Hispanic)	963	80.2%	944	78.5%	942	78.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	22	20
Mathematics Grade 10	20	21	21
Science Grade 10	23	22	19
Social Studies Grade 10	20	20	19

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	27	2.2%	29	2.4%	21	1.7%
Eligible for Free Lunch	151	12.6%	148	12.3%	180	14.9%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.4%		88.1%		87.4%
Student Suspensions	302	26.4%	138	11.5%	282	23.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.4%	4.2%	3.2%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	92%	96%

Staff Counts

Staff	2002–2003
Total Teachers	88
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	205	118	58%	0	0	0%	218	218	100%
Students with Disabilities	5	0	0%	0	0	0%	35	35	100%
All Students	210	118	56%	0	0	0%	253	253	100%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	70	142	6	7	22	6
Percent	28%	56%	2%	3%	9%	2%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
35	35	0	35

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			67		95	
	Entered GED Program*			6		19	
	Total Noncompleters			73		114	
Students with Disabilities	Dropped Out			0		13	
	Entered GED Program*			0		5	
	Total Noncompleters			0		18	
All Students	Dropped Out	45	3.7%	67	5.6%	108	8.9%
	Entered GED Program*	6	0.5%	6	0.5%	24	2.0%
	Total Noncompleters	51	4.2%	73	6.1%	132	10.9%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	4	#
Science	15	53%	4	#	3	#
Reading	0	0%	2	#	5	80%
Writing	0	0%	1	#	4	#
Global Studies	4	#	1	#	1	#
U.S. Hist & Gov't	15	80%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	75%	19	63%	47	66%
Science	22	50%	20	75%	34	65%
Reading	8	75%	6	67%	20	70%
Writing	19	79%	3	#	20	90%
Global Studies	18	17%	5	80%	11	55%
U.S. Hist & Gov't	4	#	2	#	10	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	235	228	258	7	16	23
Number Scoring 55–100	226	203	229	6	8	12
Number Scoring 65–100	202	171	188	4	3	5
Number Scoring 85–100	63	80	66	0	1	0
Percentage of Tested Scoring 55–100	96%	89%	89%	86%	50%	52%
Percentage of Tested Scoring 65–100	86%	75%	73%	57%	19%	22%
Percentage of Tested Scoring 85–100	27%	35%	26%	0%	6%	0%
Mathematics A						
Number Tested	0	28	264	0	0	26
Number Scoring 55–100	0	26	185	0	0	7
Number Scoring 65–100	0	25	140	0	0	6
Number Scoring 85–100	0	23	14	0	0	1
Percentage of Tested Scoring 55–100	0%	93%	70%	0%	0%	27%
Percentage of Tested Scoring 65–100	0%	89%	53%	0%	0%	23%
Percentage of Tested Scoring 85–100	0%	82%	5%	0%	0%	4%
Mathematics B (first administered June 2001)						
Number Tested	0	0	23	0	0	0
Number Scoring 55–100	0	0	22	0	0	0
Number Scoring 65–100	0	0	21	0	0	0
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	0%
Global History and Geography						
Number Tested	281	254	270	29	24	34
Number Scoring 55–100	265	234	235	22	19	22
Number Scoring 65–100	228	197	214	15	7	18
Number Scoring 85–100	86	57	63	1	2	1
Percentage of Tested Scoring 55–100	94%	92%	87%	76%	79%	65%
Percentage of Tested Scoring 65–100	81%	78%	79%	52%	29%	53%
Percentage of Tested Scoring 85–100	31%	22%	23%	3%	8%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	228	224	246	10	13	23
Number Scoring 55–100	213	208	231	9	7	18
Number Scoring 65–100	197	174	210	5	3	13
Number Scoring 85–100	103	69	101	0	1	0
Percentage of Tested Scoring 55–100	93%	93%	94%	90%	54%	78%
Percentage of Tested Scoring 65–100	86%	78%	85%	50%	23%	57%
Percentage of Tested Scoring 85–100	45%	31%	41%	0%	8%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	215	260	183	10	16	30
Number Scoring 55–100	208	254	170	7	14	21
Number Scoring 65–100	199	239	154	5	13	12
Number Scoring 85–100	14	24	16	0	0	0
Percentage of Tested Scoring 55–100	97%	98%	93%	70%	88%	70%
Percentage of Tested Scoring 65–100	93%	92%	84%	50%	81%	40%
Percentage of Tested Scoring 85–100	7%	9%	9%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	205	166	112	17	13	21
Number Scoring 55–100	179	148	97	12	10	15
Number Scoring 65–100	151	127	80	8	7	11
Number Scoring 85–100	45	48	14	0	0	2
Percentage of Tested Scoring 55–100	87%	89%	87%	71%	77%	71%
Percentage of Tested Scoring 65–100	74%	77%	71%	47%	54%	52%
Percentage of Tested Scoring 85–100	22%	29%	12%	0%	0%	10%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		126	144		1	2
Number Scoring 55–100		114	126		#	#
Number Scoring 65–100		92	82		#	#
Number Scoring 85–100		8	11		#	#
Percentage of Tested Scoring 55–100		90%	88%		#	#
Percentage of Tested Scoring 65–100		73%	57%		#	#
Percentage of Tested Scoring 85–100		6%	8%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	111	123	109	1	1	4
Number Scoring 55–100	111	123	108	#	#	#
Number Scoring 65–100	105	120	108	#	#	#
Number Scoring 85–100	71	66	68	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	95%	98%	99%	#	#	#
Percentage of Tested Scoring 85–100	64%	54%	62%	#	#	#
Comprehensive Latin						
Number Tested	22	11	32	0	0	0
Number Scoring 55–100	22	11	32	0	0	0
Number Scoring 65–100	21	11	32	0	0	0
Number Scoring 85–100	16	4	22	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	73%	36%	69%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	196	148	38	3	4	4
Number Scoring 55–100	177	112	29	#	#	#
Number Scoring 65–100	148	88	23	#	#	#
Number Scoring 85–100	58	18	2	#	#	#
Percentage of Tested Scoring 55–100	90%	76%	76%	#	#	#
Percentage of Tested Scoring 65–100	76%	59%	61%	#	#	#
Percentage of Tested Scoring 85–100	30%	12%	5%	#	#	#
Sequential Mathematics, Course III						
Number Tested	137	106	84	1	1	1
Number Scoring 55–100	124	94	81	#	#	#
Number Scoring 65–100	111	88	75	#	#	#
Number Scoring 85–100	51	40	16	#	#	#
Percentage of Tested Scoring 55–100	91%	89%	96%	#	#	#
Percentage of Tested Scoring 65–100	81%	83%	89%	#	#	#
Percentage of Tested Scoring 85–100	37%	38%	19%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	101	97%	44	100%	40	100%
Students with Disabilities	13	100%	2	#	6	83%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	227	227	227	36	36	36	263	263	263
Number Scoring 55–64	12	28	7	9	3	1	21	31	8
Number Scoring 65–84	100	98	120	6	7	7	106	105	127
Number Scoring 85–100	80	66	62	0	0	0	80	66	62
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)